

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

The Program Assessment Review (PAR) is to be used to conduct an assessment of the District's CTE Programs. The PAR will assist ADE-CTE staff in identifying areas of strength as well as areas that requires improvement. It is expected that areas that require improvement will result in a program improvement plan which could be amended to your basic grant. Sample Evidence column is not all inclusive and not all items identified are necessary as evidence.

| Unit | Criteria | Not Evident | Approaching Attainment | Attained | Exceeded | Sample Evidence |
|--|---------------------------------------|-------------|---|--|---|---|
| ADMINISTRATION SUPPORT for CTE – Federal Programs Unit | | | | | | |
| Federal Programs - Basic Grant Spec (BG) and Local Director (LD) | 1A. Principal and School | | Knowledge of CTE programs and offers minimal support; More work needed to gain support | 1. Course catalog reflects coherent sequence of CTE courses. 2. Principal serves on CTE Advisory Boards and participates in annual program evaluation. 3. CTSO's active on campus. 4. Master schedule is conducive to enrollment in a coherent sequence of CTE courses. | Site Administrator takes active role in promoting and supporting CTE | The school is allocating facility space, equipment and funding for the program start-up <ul style="list-style-type: none"> Master schedule FTEs in CTE Course Catalog/description book Promotional materials Website Advisory committee membership roster |
| Federal Programs BG Spec and LD | 1B. District Administration | | Knowledge of CTE program and offer minimal support; More work needed to gain support | CTE programs showcased on school board agenda and minutes. Participates in the annual evaluation or PAR. | District administrators and board take active role in promoting and supporting CTE programs | The district is allocating resources for the program start-up <ul style="list-style-type: none"> Board agenda/minutes Annual program evaluation roster |
| Federal Programs BG Spec and LD | 1C. Budget/Funding | | Budget consists of rough estimates of anticipated expenses/resources | 1. Produce detailed expenditure report that matches all grant guidelines. 2. Demonstrates appropriate use of funds. 3. Itemized budget for individual CTE program. | Accurate budget information readily available in great detail. | Funds shown as a line item in the school's approved budget. <ul style="list-style-type: none"> Budget Expenditure Report Pos/Invoices Fixed Asset List |

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|--|---|-------------|---|--|--|---|
| PROGRAM EVALUATION | | | | | | |
| Federal Programs – BG | 1D. CTE Program Evaluation | | Evaluation committee is established but has not participated | Evaluation committee (made up of stakeholders-identified in the law) meets annually to evaluate program, using performance data in order to develop and continue improvement plan including development of basic grant objectives. | Evaluation committee actively involved in program improvement | <ul style="list-style-type: none"> ▪ List of stakeholders with contact information ▪ List of meeting attendees ▪ Invitation/agenda ▪ Evaluation tool used ▪ Results of evaluation ▪ Basic Grant application ▪ Program Improvement Plan |
| REPORTING | | | | | | |
| Federal Programs – BG | 1E. Timely & Accurate Reporting | | Submitted some reports on time and/or error rate greater than 5%. | Exhibits 100% of data by appropriate dated of submission with error rate of less than 5%. | Exhibits 100% of data by appropriate dates of submissions with no errors. | <ul style="list-style-type: none"> ▪ Enrollment Reports ▪ Performance Data ▪ Student records (transcripts, standards tracking) |
| SPECIAL POPULATIONS (Disabled/Handicap, Limited English Proficient, Economic Disadvantaged, and Single Parent, Non-Traditional) | | | | | | |
| Federal Programs – BG Spec | 1F. Access | | Special population enrollment in CTE is not equivalent to district's special population enrollment. | Special population enrollment in CTE is equivalent to district's special populations enrollment by percentage. | Each CTE program area reflects special population enrollment whose percentage is equivalent to district enrollment. | <ul style="list-style-type: none"> ▪ Program enrollment ▪ 40th and 100th day enrollment ▪ 9-12 site enrollment |
| Federal Programs – BG Spec | 1G. ICTEPs | | ICTEPs form is written but not followed. | ICTEPs is initiated when student is in need of services. ICTEPs forms available and used for all special populations. ICTEPs modification plan is in practice. | ICTEPs implementation involves an ICTEPs team which could be composed of counselors, parents, administrators, other teachers and the students. | <ul style="list-style-type: none"> ▪ Sample ICTEPs ▪ Class rosters ▪ ICTEP Team Members ▪ Student transcripts |

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| SPECIAL POPULATIONS (Disabled/Handicap, Limited English Proficient, Economic Disadvantaged, and Single Parent, Non-Traditional) (Federal Programs Unit continued) | | | | | | |
| Federal Programs – BG Spec | 1H. Successful Completion | | Special Population students complete at rates outside 10% of the rate of the district's total non-special population. | Special Population students complete at or within 10% of the same rate as non-special population students in the district. . | Special population students complete at or within 10% of the same rate as non-special population students in each CTE program area. | <ul style="list-style-type: none"> ▪ Concentrator reports ▪ Program enrollment |
| COMMENTS: | | | | | | |

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| FISCAL ASSURANCES | | | | | |
|----------------------------|--|---|-------------------------------------|----|----------|
| Federal Programs – BG Spec | 1I. Financial Audit | What is the date of the most recent audit of the districts CTE funds (state or federal)? | Date of Audit: Audit Exceptions: | | |
| Federal Programs – BG | 1J. Secondary District Capital Equipment Inventory Using equipment list from Basic Grant application, verify that equipment purchased with state and Perkins funds is in the appropriate CTE classroom. | Were any items purchased with Perkins or state funds from a vendor that employs a district employer or relative of a district employee? (If Yes, explain) | YES | NO | Comments |
| | | Were any items purchased with Perkins or state funds from a vendor in which a district employee has a financial investment? (If Yes, explain) | YES | NO | Comments |
| | | Does district have an established process for the purchase, identification, and inventorying of capital/equipment purchased with Perkins funds. (If No, explain) | YES | NO | Comments |
| | | Based upon an approved project capital expenditure page, does equipment with a unit cost of \$5,000 or more, purchased with Perkins funds, appear on the district's fixed assets listing? Note: If the district guidelines stipulate an amount less than \$5,000, the fixed asset listing should reflect the district guideline. (If No, provide a corrective action plan to address deficiency.) | YES | NO | Comments |
| Federal Programs – BG Spec | | Does the above listing provide the district tag number, serial number or other number that identifies the item and the item's physical location or disposition (if lost, sold or stolen) of the capital item. (If No, provide a corrective action plan to address deficiency.) | YES | NO | Comments |
| | | Does the District maintain a stewardship list for items costing at least \$1,000 but less than \$5,000 (or the District's capitalization threshold if less than \$5,000) (If No, explain) | YES | NO | Comments |
| | | Does the stewardship list include the description, identification number (tag number, serial number, or other number that specifically identifies the item), the item's physical location, and the month and year of acquisition. (If No, provide a corrective action plan to address deficiency.) | YES | NO | Comments |

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| FISCAL ASSURANCES | | | | | |
|----------------------------|--|---|-----|----|----------|
| Federal Programs – BG Spec | 1K. Supplement not Supplant | Did this Basic Grant application request funds for vocational expenditures which were previously paid for by non-federal funds? (If Yes, explain) | YES | NO | Comments |
| | | Did this Basic Grant application request funds to purchase textbooks. If yes, are these textbooks required for the course/program? | YES | NO | Comments |
| | | Did this Basic Grant application request additional funding for personnel costs over and above the previous year's grant? (If Yes, explain) | YES | NO | Comments |
| Federal Programs – BG Spec | 1L. Time & Effort [OMB CIRCULAR NO. A-87 Revised 05/10/04] <i>(Standards regarding time distribution are in addition to the standards for payroll documentation.)</i> | Are Perkins funds being used to pay salaries/stipends of staff working less than 100% of their time on CTE activities? (If Yes, explain) | YES | NO | Comments |
| | | If yes, does the employee's position description (PD) detail their CTE responsibility? (If No, provide a corrective action plan to address deficiency.) | YES | NO | Comments |
| | | Does the employer's PD state the percentage of time they will work on CTE activities? | YES | NO | |
| Federal Programs – BG Spec | | Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages should be supported by personnel activity reports or equivalent documentation. OMB CIRCULAR NO. A-87, Attachment B, Item 8 (Compensation for personal services). Does the district have a formal time and effort reporting system in place? (If No, explain) | YES | NO | Comments |
| | | Does the district time and effort reporting system meet the following standards: a. Reflect an after the fact distribution of the actual activity of each employee? b. Account for the total activity for which each employee is compensated? c. Are the reports prepared at least monthly and coincide with one or more pay periods? d. Are the time and effort reports signed by the employee? (If No, provide a corrective action plan to address deficiency.) | YES | NO | Comments |

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| FISCAL ASSURANCES – (Federal Programs Unit continued) | | | | | |
|---|--|--|-----|----|----------|
| Federal Programs – BG Spec | | Budget estimates or other distribution percentages: a. Reflect a reasonable approximations of the CTE activity actually performed; b. Does the LEA conduct quarterly (or more frequent) comparisons of actual costs to budgeted distributions based on the monthly activity reports (Note: costs charged to Federal awards to reflect adjustments made as a result of the activity actually performed may be recorded annually if the quarterly comparisons show the differences between budgeted and actual costs are less than ten percent.) c. The budget estimates or other distribution percentages are revised at least quarterly, if necessary, to reflect changed circumstances. (If No, provide a corrective action plan to address deficiency.) | YES | NO | Comments |
| <p>NOTES:</p> <p>Evidence for fiscal assurances:</p> <ul style="list-style-type: none"> ▪ Basic Grant application for current and last 2 years? ▪ Completion reports for above ▪ Purchase orders ▪ Invoices ▪ Inventory lists by program ▪ Stewardship lists ▪ Fixed asset inventory lists ▪ Time and effort logs ▪ Job descriptions ▪ Stipend (Addendum for off contract compensation) | | | | | |

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| Unit | Criteria | Not Evident | Approaching Attainment | Attained | Exceeded | Sample Evidence |
|--|---|-------------|---|--|--|---|
| FACILITY - Career Pathways Unit - PROGRAM NAME: | | | | | | |
| Career Pathways – State Supervisor | 2.A. Facility/Space | | Space provided for instruction is not conducive to student learning and safety and doesn't meet specific program requirements (guidelines to be developed). | Space provided is conducive to student learning and safety and meets all identified program standards. | CTE program provides each CTE program with all required space to meet program standards and guidelines. | Evidence of adequate space available and assigned to the program 1. Floor plan of facility, or 2. Floor plan of existing facility 3. Plans and written specifications for facility renovation, 4. Purchase orders |
| EQUIPMENT | | | | | | |
| Career Pathways – State Supervisor | 2B. Equipment | | At least 80% of required specific program equipment is available with a plan to procure remainder or plan to utilize equipment off site. | All required program equipment is available, in use and in good working condition. | Optional | (See ADE CTE equipment list for CTE program in assessing this item) www.aztechprep.org 1. Inventory showing all equipment available and in good condition, or 2. Letter of Support stating funds available for equipment, or 3. Purchase orders for equipment, or 4. Letter from industry partner specifying donation and date available |
| INDUSTRY SUPPORT | | | | | | |
| Career Pathways – State Supervisor | 2C. Recruitment /Involvement of Industry Partners | | Industry partnerships are being developed or recently established for CTE programs. | Industry partnerships established with CTE programs through active participation. | Industry partnerships are actively involved in CTE programs by providing support such as: Training sites for students and employment opportunities upon completion of program. | Minutes of Meetings Written partnership, Strategic Plan 1. List of Industry Partners for the CTE program with contact information of primary contact, or 2. Letters of commitment from Industry Partners, or 3. Documentation of site visits to or by partners (emails, posters, materials from partner) |

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| INDUSTRY SUPPORT | | | | | | |
| Career Pathways – State Supervisor | 2D. Advisory Board | | Evidence that Advisory Board(s) for CTE programs are formed. Membership list reflects programs at the school. | Advisory Board is established and meets at least twice per year, and provides industry input regarding current/relevant industry practices. Evidence of a meeting having been held and outcomes of meeting. | Advisory Board meets at least twice per year & there is evidence of participation in expanded activities such as: 1. Instruction 2. Financial/equipment support 3. Off-site training sites 4. Employment. | 1. List of CTE program Advisory Board members with contact information, and 2. Minutes of Advisory Board meeting that address CTE program, or 3. Letters of commitment from Advisory Board members |
| TEACHER(S) | | | | | | |
| Career Pathways – State Supervisor | 2E. Teacher CTE credentials | | Teacher(s) eligible for certification, and working toward certification | Teacher(s) currently CTE certified in appropriate area | Teacher has CTE certification and additional professional certificates – working on masters | http://www.ade.az.gov/certification for specific teacher credentials 1. Copy of current professional certification, or 2. Copy of completed certification application |
| Career Pathways – State Supervisor | 2F. Teacher Professional Experience in Industry | | Teacher(s) has experience in relevant business and industry related to program | Teacher(s) has recent (within five years) relevant business and industry experience | Annually participates in industry-professional development activities. | 1. Documentation of recent or concurrent work experience – organization, job titles, dates of employment, or 2. Documentation of recent professional experience in industry |
| CURRICULUM and INSTRUCTION | | | | | | |
| Career Pathways – State Supervisor | 2G. Content Standards | | State designated content standards are aligned with the district curriculum, | Standards are cross-walked and taught for each student in each CTE program. | Assessment of students' attainment of program standards has been developed and administered for the CTE programs. | Determine level of student skill and knowledge Course syllabus and Outline |

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| CURRICULUM and INSTRUCTION | | | | | | |
| Career Pathways – State Supervisor | 2H. Course Sequence | | Course sequence is identified but all courses are not being delivered. Includes access to career exploration. | Course sequence is clear, documented and all standards are delivered | Course sequence enrollment is scheduled to produce high percentage of concentrators and completers | <ol style="list-style-type: none"> 1. School course catalog with course descriptions, pre-requisites identified, and course sequence documented, or 2. Other documentation of course sequence leading to “completer” status 3. Master teaching schedule |
| Career Pathways – State Supervisor | 2I. Academic Integration | | Provided documentation that reflects use of the academic crosswalks available for each program area in lesson plans and projects. | All lesson plans reflect academic integration | Provided evidence of collaborations with academic instructors. | <ol style="list-style-type: none"> 1. School course catalog with course descriptions, pre-requisites identified, etc., or 2. Sample lesson plans from academic core courses indicating relevancy to the CTE program 3. Documentation of collaboration, team-teaching with academic teachers, or 4. Co-developed units of instruction lesson plans |
| Career Pathways – State Supervisor | 2J. Lesson plans | | Lesson plans are developed for all courses in sequence | Lesson plans are current and relevant and contain the following elements: Standards identified and addressed; method of delivery; materials and resources used; and, evaluation methods. | All lesson plans developed and cross walked to academic standards | <ol style="list-style-type: none"> 1. Lesson plans, or 2. CTE program standards identified in each lesson plan |

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| WORK-BASED LEARNING EXPERIENCES | | | | | | |
| Career Pathways – State Supervisor | 2K. Work Based Learning | | WBL established, identified and defined (i.e. co-op, internship DCE) | WBL established and students participating in WBL have passed at least one career preparation course. | All CTE students participating in work based learning experience have passed all pre-requisite courses prior to enrolling in WBL at least one career preparation course. | See http://www.ade.az.gov/cte/info/ for resource manuals 1. Course description booklet |
| | 2Ka. Training agreement with Work Based Learning Site – for Co-op Ed, internship and DCE | | Training agreement written and student training plans developed that are aligned with program standards. | Training agreements written, training plans aligned with program standards developed, and reviewed and signed by employer, student, parent and teacher. | All students participating in co-op internships or DCE have site training agreements and training plans aligned with program standards signed by employers, teachers, students and parents | See http://www.ade.az.gov/cte/info/ for resource manuals Course description 1. Names and contact information of industry partners who will be offering work-based learning experiences, or 2. Outlines of internships, shadowing, site visits, etc., to be implemented, including schedule, number of students, etc., 3. Signatures of district administration and industry partner on Letter of Agreement |
| | 2Kb. School Based Enterprise | | SBE established identified and defined (school store, child care center etc.) | Students participating in established school based enterprise have had at least one career preparation course in sequence. | All CTE students participating in a school based enterprise have passed at least one career preparation course in sequence. | 1. Course description book 2. Course outlines |

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| POST SECONDARY ARTICULATION | | | | | | |
| Career Pathways – State Supervisor | 2N. Articulation with Post Secondary Institutions | | Post Secondary school programs identified with plans to align curriculum and develop articulation agreements. | Each program has established articulation with post secondary institution, aligned curriculum and articulated/dual enrollment agreement in place. | Students are participating in articulated programs & earned dual/transfer post-secondary credit. | |
| PROFESSIONAL DEVELOPMENT (District CTE teaching staff) | | | | | | |
| Career Pathways – State Supervisor | 20. Professional Development Opportunities | | Some opportunities available with some participation | Significant professional development opportunities specific to CTE programs available with all CTE teachers participating | Professional Development participation by CTE and academic teachers, | |
| ASSESSMENT of STUDENT LEARNING – Teacher local developed and administered assessments of student attainment of standards | | | | | | |
| Career Pathways – State Supervisor | 2P. Assessment Selection | | Assessment identified, but requirements and/or rubric not clear; | (Industry Credentials) * N/A till 07-08 * (Impossible to measure until process is in place.) | Assessments are administered and students pass at high rate. | ADE CTE has not approved chosen technical assessment 1. Written assessment information for students and parents, or 2. Documentation of efforts to establish agreement with external testing agency, or 3. Documentation of assessment methods approved by ADE CTE |
| Career Pathways – State Supervisor | 2Q. Competency/Standards Tracking | | Teacher knows what Competency/Standards Tracking is. | Teacher has Competency/Standards Tracking forms partially filled out and has documented attainment for some of the Standards. | Teacher has Competency/Standards tracking records completely filled out and has documented all standards taught to date. Standards taught to date align with lesson plans. | Lesson Plans and Competency Tracking records. |

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| PROGRAM EVALUATION (Shared) | | | | | | |
| Career Pathways – State Supervisor | 2R. CTE Program Evaluation | | Evaluation committee is established but has not participated; and/or not trained in ADE approved evaluation document. | Evaluation committee (made up of stakeholders) meets annually to evaluate program, using performance data in order to develop and continue improvement plan including development of basic grant objectives. | Previous Program Improvement plan and current data to develop basic grant objectives | Program Improvement Plan |
| STUDENT RECRUITMENT AND RETENTION | | | | | | |
| Career Pathways – State Supervisor | 2S. CTE Public Relations | | Minimal CTE marketing materials available | Marketing plan written and used; distribution of marketing material | CTE actively promoted to community and other stakeholders. CTE public relations plan | Brochures Posters Public Relations Plan Newspaper clippings Web-based public relations for CTE programs |
| STUDENT INVOLVEMENT in Career and Technical Student Organizations (CTSO) – Identify organization: | | | | | | |
| Career Pathways – State Supervisor | 2T. CTSO | | Appropriate CTSO chapter formed for CTE program with student participation in accordance with specific CTSO state chapter guidelines or plans to deliver leadership standards/components in place. | CTSO chapter formed for CTE program and meets CTSO membership requirements & students participate in at least one state leadership event | CTSO for CTE program area actively participates in state leadership events and state approved competitive events. | Membership Roster Program of Work Registrations Lesson plans for leadership strand |

COMMENTS:

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| EQUIPMENT (Career Pathways contd) | | | | | | |
| Career Pathways – State Supervisor | 2U. Equipment (See ADE CTE equipment list for program) | | Minimal or most equipment available, but missing some key elements | All equipment available and in good condition | Available equipment exceed CTE program equipment list and is the industry's most up to date equipment. | CTE Program Equipment List |

COMMENTS:

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| CAREER AND TECHNICAL EDUCATION ORGANIZATIONS (CTSO) | | | | | | |
| CTE Student Organizations Team – CTSO Specialist | 3A. CTSO Name: | | CTSO organization has filed application for charter, submitted member roster, and paid minimum dues to the State Association | CTSO organization has attained at least 50% membership | CTSO organization has affiliated the entire program with the state Affiliation program | 1. CTSO local member roster 2. Listed on the state affiliation list 3. Listed on the National membership list |
| CTE Student Organizations Team – CTSO Specialist | CTSO Name: | | CTSO Standards (Employability and Leadership) are taught at the classroom level to a low level (50%) | CTSO Standards are taught at the classroom level to an attainment level (80%) | CTSO Standards are taught at the classroom level to a high level (100%) and evidences with a certification or resume | 1. Documentation of Standards attainment for CTSO Standards 2. Certification of achievement available 3. Resume available |
| CTE Student Organizations Team – CTSO Specialist | CTSO Name: | | CTSO activities are evident at the chapter and district levels | CTSO activities are evident at the state level | CTSO activities are evident at the national level | 1. Program of Work completed and turned in to the State Organization 2. National Chapter award for activities completed and submitted 3. Documentation of student participation in local, state or national competitions and activities |
| CTE Student Organizations Team – CTSO Specialist | CTSO Name: | | CTSO has governance structure established with constitution/By-Laws in compliance with the State and National Organizations | CTSO has governance structure established with constitution/By-Laws written and available in hard copy and electronic format and filed with the State Association | CTSO has governance structure well established, documented, submitted to the State Association and follows it in meetings and activities | 1. Constitution/By-Laws are written and available 2. Constitution/By-Laws filed with the State Association 3. Meeting minutes are available 4. Evidence of officers and parliamentary procedure being followed |
| | CTSO Name: | | CTSO instructor attends local professional development activities for CTSO training | CTSO instructor attends state professional development activities for CTSO training | CTSO instructor attends national professional development activities for CTSO training | 1. Evidence of local training provided by school 2. State association attendance records 3. National Association records |

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| STUDENT RECRUITMENT AND RETENTION – COUNSELING/GUIDANCE - Development & Innovations Group | | | | | | |
| Program Improve - ment; State Guidance Counselor (SGC) | 4A. Career Guidance | | Some guidance counselors available Familiar with Arizona Model: A Framework for School Counseling | Adequate guidance is available Committed to Arizona Model: A Framework for School Counseling Career development units taught in class | Arizona Model is fully implemented. Guidance is readily available. Career development units taught regularly at all grade levels in class | Arizona Model: A Framework for School Counseling Personalized Learning Plans or student 4- year plans are in place |
| Program Improve- ment; SGC | 4B. Career Guidance Counseling | | Counselors have minimal knowledge of CTE as demonstrated by lack of CTE materials, inappropriate scheduling or failure to produce concentrators. | Counselors have CTE materials and demonstrate an understanding of approved program careers by scheduling students in coherent sequence as evidenced by transcripts and/or concentrator/completer data. | Counselors promote CTE to students as demonstrated by high level of concentrators and completers. May have a designated CTE /or Career Counselor or Guidance Director at the school. | Master Schedule Variety of materials and resources are available and used by counselors and students Personalized Learning Plans or student 4- year plans are in place Career Center with variety of current materials available for all students |
| Program Improve - ment - SGC | 4C. CTE Marketing materials | | Minimal CTE marketing materials available | CTE materials available and used for promotion and marketing of CTE | CTE actively promoted to community and other stakeholders. | Power points, brochures, posters, etc. that target students and/or parents (Examples might be: scheduled Career Fairs, job shadows, internships, mentoring programs etc) available for all students, students or community stakeholders. Career Center is in place with a variety of current materials for all |
| Program Improve- ment - SGC | 4D. Non-traditional students | | Attains the SALP score for non-traditional measures or is making substantial improvement. | Meets SALP scores or has met needed improvement. | Exceeds SALP score | Materials targeting non-traditional students/careers readily evident Program enrollment numbers and Performance Measures provided |

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| STUDENT RECRUITMENT AND RETENTION –COUNSELING/GUIDANCE - Development & Innovations Group | | | | | | |
| Program Improvement – SGC | 4E. Work Based Learning | | WBLE established, identified and defined (i.e. co-op, internship DCE) | WBLE established and students participating in WBL have passed at least one career preparation course. | All CTE students participating in work based learning experience have had at least one career preparation course and postsecondary partner. | Transcripts Student Narratives Personalized Learning Plan or student 4-year plan has notations |
| <p>Comments:</p> <p>Use the CTE PROGRAM ASSESSMENT REVIEW - 2007-08 Arizona Counselors Checklist for dialog with counselors</p> <p>Take a copy</p> <ul style="list-style-type: none"> • ASCA National Model • The Arizona Model: A Framework for School Counseling program implementation guide • AzCIS Information for Personalized Learning Plans | | | | | | |

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| PERFORMANCE STANDARDS (State Adjusted Levels of Performance – (SALP)) - ACCOUNTABILITY - Development & Innovations Group | | | | | | |
| Program Improve – ment – Account - ability Spec | 5A. Core Indicators | | Meets SALP for some indicators. | Meets SALP or has made substantial improvement for all indicators for each program area. | Has exceeded SALP for all indicators in each program area. | Measured and results in concentrators and completers student performance that meet SALP. Performance Measures data |
| Program Improve – ment – Account - ability Spec | 5B. Competency/ Recordkeeping/ Assessments (NEW) | | | Provide documentation systems for competency tracking that integrates essential elements of student attainment (TBD) Need to review competency tracking form to complete (*will adapt at a later time) | | Review competency tracking forms (electronically, typed or handwritten) |
| REPORTING | | | | | | |
| Program Improve – ment – Account - ability Spec | 5C Data Verification | | Submitted some reports for approved program areas. | Submits 40 th /100 th day enrollment, program enrollment, concentrators, completers and placements in all approved programs. | N/A | Reports submitted on time |
| Program Improve – ment – Account - ability Spec | 5D Timely & Accurate Reporting | | Submitted some reports on time and/or error rate greater than 5%. | Exhibits 100% of data by appropriate date of submission with error rate of less than 5%. | Exhibits 100% of data by appropriate dates of submissions with no errors. | |

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| POST SECONDARY ARTICULATION – ACCOUNTABILITY - Development & Innovations Group | | | | | | |
| Prog Improve – ment – Account - ability Spec | 5E. Articulation with Post Secondary Institutions | | Post Secondary school programs identified with plans to align curriculum and develop articulation agreements. | Each program has established partnerships with post secondary institution, aligned curriculum and articulated/dual enrollment agreement in place. | Students are participating in articulated programs & earned dual/transfer post secondary credit. | 1.Names and contact information of post secondary partner, or 2.Course descriptions and objectives from targeted courses, or 3. Meeting agendas/notes |
| Notes: | | | | | | |